



meet with their pupil support tutor to discuss and set subject targets as well as health and wellbeing targets. Learners from S4, S5 and S6 participate in a target setting process within each of their subjects. Pupils from S4-S6 also meet with the Rector to discuss progress and targets twice per year. Learners' increase in skills and progression is very good as can be evidenced from the strong results in SQA examinations, wider achievement awards and the very high number of learners gaining a positive destination.

**Next Steps: (What are we going to do now?)**

- Continue to review and develop the use of BGE Benchmarks and implement National Qualifications in line with SQA changes.
- Initiate TLC groups (technologies, teaching styles and profiling) to promote the sharing of good practice. Showcase event in November inset.
- Continue to improve our arrangements for tracking, monitoring and recording pupil progress within the BGE, incorporating benchmarks.
- Further develop and raise profile of learning groups with a focus on learning & teaching and evaluate the impact.

**School priority 2: Raising Attainment and Achievement, promoting equity for all our young people.**

**NIF Priority**

- Improvement in attainment, particularly in literacy and numeracy
- Improvement in employability skills and sustained positive school leaver destinations

**NIF Driver**

Assessment of young peoples' progress      Teacher Professionalism  
Parental Information                                  Parental Engagement

**HGIOS?4 QIs 3.2, 1.5, 1.1, 2.5, 2.2, 3.3**

**NLC Priority**

Supporting all children to realise their full potential.

**Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**

Our curriculum is in line with National and Local Curriculum guidance, meets the needs of all pupils, and facilitates the highest quality of educational experiences leading to highest levels of attainment and achievement and positive sustained destinations for all pupils. Learner's attainment at the end of S4 is consistently well above the national average. In 2018 58% of the S4 cohort achieved 5+ National Awards. A record number of 21 pupils achieved seven A grade National 5 passes. 26.2% of S5 pupils achieved 5 higher grade passes in their first sitting. 47.1% of S6 pupils achieved 5 higher grades by the end of S6 and 26.4% of pupils achieved at least one Advanced Higher grade pass which is our best ever performance to date contributing to the outstanding achievements of the school. Our excellent SQA results demonstrate the impact of effective learning and teaching taking place in our classrooms.

The allocation of the pupil equity fund through the appointment of a Literacy and Numeracy Champion has impacted positively on the pupils' involved. The Literacy Champion concentrated on the Read, Write, Ink initiative with a group of S1 pupils. This initiative has improved the literacy skills and confidence of the young people targeted. Our Numeracy Champion has supported pupils through group work to ensure they gain Level 4/5 Numeracy and reach their potential by the end of S4.

All staff are engaging with INSIGHT to analyse data to impact on learning and teaching and inform future planning. Principal Teachers meet twice per year with the Head Teacher to analyse department attainment data to ensure rigor.

The collation of departmental timelines for moderation has ensured sharing of standards and moderation of courses across all departments. The strengthening of moderation across all departments has inevitably enhanced staff understanding of assessment standards and ultimately staff capability and confidence in the delivery of the new qualifications has grown. This supports learning and teaching and ensures inclusion and that equal opportunity and standards are offered to all pupils. Monitoring meetings facilitate the sharing of good practice and challenge and support department development. Effective procedures to monitor and track attainment and achievement ensures senior managers and pastoral staff can support individual pupils.

Monitoring, tracking and evaluating activities are set out in the whole school calendar to ensure all relevant stakeholders participate to ensure successful outcomes for our young people. This session we took a new approach and increased the number of monitoring and tracking periods for upper school. SMT increased analysis and actions at each interval. Pupils staff and parents have responded well to this model which has reflected positively in the SQA awards for last session.

**Next Steps: (What are we going to do now?)**

- Plan additional funding to ensure we are working towards closing the poverty related attainment gap.
- Continue to work with cluster partners to improve young people's literacy and numeracy through an invested and effective transition partnership.
- Monitor outcomes for identified groups of young people, focusing support to improve attainment in literacy and numeracy and Health and Wellbeing.
- Continue to develop the young workforce through established DYW programme.

**School priority 3:** To continue to promote a culture which supports the wellbeing of all.

**NIF Priority**

- Closing the attainment gap between the most and least disadvantaged young people
- Improvement in employability skills and sustained positive school leaver destinations
- Improvement in young people's health and wellbeing

**NIF Driver**

School Improvement  
Parental Engagement

**HGIOS?4 QIs 3.1, 2.6, 2.5, 1.5, 2.1, 2.4**

**NLC Priority**

Improving relationships with communities and the third sector.

**Progress and impact (based on outcomes for learners): (How are you doing? and How do you know?)**

We continue to enhance our already established transition programme in collaboration with our cluster primary schools. We work closely with all partnerships and agencies to ensure we provide a comprehensive transition for entire cohorts and for individuals, including holding regular HART meetings. We have a successful enhanced transition programme in place which has been further strengthened through our Nurture Unit. We conduct several meetings with our Primary Heads, P7 Teachers and our Pupil Support Staff to establish good communication links and feed valuable information back and forth. Our regular Cluster Meetings allows us to make informed decisions about our learners' next steps for development. This session with the additional funding from the authority we allocated a Math's teacher to work in our cluster primary schools with a targeted group of P7 pupils to improve their numeracy skills. This initiative has been well received by our primary colleagues and is having a positive impact on closing the poverty related attainment gap. Our delivery of Primary to Secondary transition includes many opportunities for young people to become familiar with the school and make friends before their August start.

Our Pupil Support system plays a vital part in transitions. Each Extended Pupil Support Team is responsible for the pastoral, vocational and curricular care of the pupils in their group. The system ensures that each child is known personally and in some depth by at least one member of staff. This allows valuable guidance to be given to each of our young people during any period of transition.

All learners are included, engaged and involved in the life of the school, including our hearing impaired learners. Our young people are encouraged to participate in at least one of our many available extra-curricular activities on offer throughout the school year. Deaf Awareness is delivered to pupils and staff to ensure that the needs of deaf learners are understood and addressed. A Soundfield System is used in most classes to ensure that deaf learners can access the curriculum in line with their peers. There is also a focus on ensuring that deaf learners retain their deaf identity by making links with agencies such as NDCS (National Deaf Children's Society), Action on Hearing Loss and The West of Scotland Deaf Children's Society. The Nurture Base in the school has targeted young people who were identified through enhanced transitions to help them adapt to new surroundings and to encourage the development of their social skills bringing families together. Our Nurture provision primarily aims to provide young people with a safe place where positive relationships can be built and fostered for positive emotional and social growth. This session the provision has been further strengthened through the financial support of the pupil equity fund. Our provision initially was aimed at S1 and S2 pupils, we have included an S3/4 group for the first time for our most vulnerable pupils equipping them for life after school.

This session we introduced a Mental Health Ambassador (MHA) programme, fourteen S5 pupils completed two full days' training with one of the programme developers and the school co-ordinator. The programme has had a significant impact on learners, and many pupils are now openly discussing mental health issues more freely. A heightened awareness about the freedom to talk about mental health issues in a safe school environment is beginning to permeate to all pupils. The S5 pupils offered a "drop-in" session during lunch times for pupils who wish to discuss any mental health issues. S2 pupils designed posters to advertise these sessions across the school using various media. The ambassadors are clear that their role is that of a listening ear and/or a signpost to further support. Mental Health Ambassadors also visited every year group assembly to raise further awareness of the programme within the school. Through our Pupil Support departmental meetings, feedback from all stakeholders and through other monitoring forums we have been able to clearly see the impact this initiative has had - and will continue to have on our young people. Our Mental Health Ambassadors have already visited another school within the local authority to share good practice and discussions are now in place to deliver the MHA programme within some schools across the authority. In addition, we are now sharing good practice with CAMHS and working closely with them to explore further partnership opportunities.

**Next Steps: (What are we going to do now?)**

- To continue to work with cluster partners to improve young people's literacy and numeracy through an invested and effective transition partnership.
- To monitor outcomes for identified groups of young people, focusing support to improve attainment in literacy and numeracy and Health and Wellbeing.
- Continue to develop the young workforce through established DYW programme.

## **Pupil Equity Fund/Attainment Challenge Fund**

*There should be a brief statement on how the Pupil Equity Fund (PEF), if appropriate, has been used and its impact on closing the attainment gap.*

### **Allocation and impact:**

The allocation for this session from the attainment challenge fund has been allocated to a class teacher for 0.2 of the time to work with associated primaries, to improve numeracy outcomes for targeted groups and similarly an English specialist for 0.2 FTE to work with our associated primaries to improve Literacy outcomes. This strategy has been well received by primary staff and pupils and we will continue this support as long as the funding is available.

We have also allocated a proportion of the pupil equity fund to continue to support and enhance our Nurture provision in the school. It is also intended to continue with the allocation of a Literacy and Numeracy Champion in school to close the poverty related attainment gap from this fund also.

#### **Next Steps:**

- To implement the proposed strategic pupil equity fund plan for session 2018-2019.
- To secure and utilise an attainment mentor.
- To continue to support our cluster primaries through investing a 0.2 FTE Numeracy teacher and a 0.2 FTE English teacher to work with each school to improve literacy and numeracy outcomes for learners.

### **Key priorities for improvement planning next session**

*This section should articulate with the school improvement plan for the forthcoming session or plan cycle. It should focus on a small number of key improvement priorities which will be expressed as outcomes for learners (as they will appear on the strategic overview of the new improvement plan).*

- To ensure high-quality learning experiences for all our pupils.
- Raise Attainment and Achievement, promoting equity for all young people.
- To continue to promote a culture which supports the wellbeing of all.

### **What is our capacity for continuous improvement?**

*This section should focus on the school's capacity for continuous improvement through self-evaluation, should address Q.I. 1.1 and should describe:*

- how the school/centre demonstrates the quality of its commitment to effective self-evaluation for continuous improvement
- staff, pupils, parents and other stakeholders' effective engagement in the self-evaluation process
- the effectiveness of arrangements to monitor and track progress using a range of data and information
- evidence of the impact of improvement planning on learners' successes and achievements

Overall the quality of self-evaluation is very good. Examinations results are analysed carefully through INSIGHT to identify opportunities for further improvement. The Head Teacher expects nothing but the best from all young people, staff and others who work in the school. There is a culture of self-evaluation which aids school improvement. Deputies lead monitoring groups that support rigorous self-evaluation. Monitoring meetings facilitate the sharing of good practice, challenge and support department development. Effective procedures to monitor and track attainment and achievement ensures senior managers and pastoral staff can support individual pupils.

The collation of departmental timelines for moderation has ensured sharing of standards and moderation of courses across all departments. The strengthening of moderation across all departments has inevitably enhanced staff understanding of assessment standards and ultimately staff capability and confidence in the delivery of the new qualifications has grown. This supports learning and teaching and ensures inclusion and that equal opportunity and standards are offered to all pupils.

We have a genuine collegiate approach to school improvement through the establishment of the Self-Evaluation and Leadership Group. The school's improvement process is now completely transparent, encouraging staff to take ownership of the improvement plan and to increase the capacity for change across the school. Staff are involved in evaluating and auditing their work against 5 key HGIOS 4 quality indicators through an annual scoping exercise. Staff have developed the use of evaluative language and departments engage in meaningful dialogue, which focuses on the impact which their practices have on learners. This collaborative approach ensures all staff have a shared understanding of their contribution to taking forward the agreed areas for improvement. Collegiate time is being used to good effect to respond to educational issues and to refine learning experiences.

Leadership continues to be developed amongst all staff. Teachers from all levels are engaged in regular Continued Professional Development activities both as trainers and in being trained. In order to develop leadership across the school both promoted and unpromoted staff lead short life working groups and committees.

Our annual school survey continues to feature as part of our self-evaluation strategies. Views expressed are taken into account in drawing up the school improvement plan and in refining practice. Levels of parental support and satisfaction are evident in the parental responses to our planned survey over a number of years.

Once again, we have embarked upon the Customer Service Excellence Award the audit consisted of a 1 day inspection during which the assessor met with the Senior Management Team, staff and pupil representatives and then completed an inspection of the school. The report is exceptionally positive, with our results overall the best to date. This year we have achieved 22 Compliance Plus categories (defined as ' Behaviours or practices which exceed the requirements of the standard and are viewed as exceptional or as an exemplar to others, either within the

applicant's organisation or the wider public service arena'). This is a huge achievement and, along with our 32 areas of Good Practice; these are our best results to date for this award. The assessor highlighted the significant work committed to areas such as Transition, Partnerships, Monitoring and Tracking, Pupil Support and Learning and Teaching. He also praised the work of staff and the very positive attitude of the pupils he met.

**Assigning levels using quality indicators**

*School/centres should evaluate aspects of their work using the following core Quality Indicators (QIs). Levels should be assigned using the national 6 point scale. Where there has been a recent (post- August 2016) HMIE inspection, the levels awarded should also be included. Please note that the level should relate to the entire QI and not a specific theme.*

**NIF quality indicators**

<b>Quality indicator</b>	<b>School self-evaluation</b>	<b>HMIE Inspection evaluation (if appropriate)</b>
1.3 Leadership of change	<b>5</b>	
2.3 Learning, teaching and assessment	<b>5</b>	
3.1 Ensuring wellbeing, equity and inclusion	<b>5</b>	
3.2 Raising attainment and achievement	<b>5</b>	

**Additional Quality Indicator**

*It is anticipated that schools will follow the advice of How good is our school? 4<sup>th</sup> edition (page 11) and self-evaluate using all of the QIs over a period of three to five years. Accordingly, if the school is working on another QI as part of its cycle of continuous improvement, it should also be noted and a level assigned.*

<b>Quality indicator</b>	<b>School self-evaluation</b>
2.2 Curriculum	<b>5</b>